



Program Completer/Alumni Survey Fall 2025

Survey Description: The anonymous survey is comprised of four sections: (a) information on the respondent (i.e., graduation year, program, degree, etc.) for analysis purposes; (b) assessment of the program's ability to prepare respondent for skills in the workforce; (c) overall program effectiveness ratings; and (d) an optional section for individuals who would like to work closely and serve the College on future initiatives. The survey items use a 5-point Likert scale rating system, with higher mean ratings being more favorable.

Distribution: The AUM Program Completer/Alumni Survey is distributed annually to all program completers from the past three academic years. This iteration of the survey, sent to program completers/alumni who graduated in AY's 2022-23, 2023-24, and 2024-25 was disseminated via email from October 1 to October 31, 2025. Program completers were contacted using personal email addresses available through the AUM database.

Response Rate: Emails were sent to 190 alumni who had working personal emails, both CAEP and non-CAEP accredited from graduating classes of 2022-23, 2023-24, and 2024-25. Only sixteen (N=16) program completers responded to the survey, yielding a 8.4% response rate. Although the response rate remains below the hoped for 20%, the targeting of personal emails resulted in a 2.4% higher response rate relative to the prior year. Interviews/case studies of alumni in fall and spring semesters are conducted to give more representative and contextualized information for programs.

Results: A table of responses, organized by department, are provided within the report. Program and degree data is provided per department; however, due to small sample sizes of well less than five per program or degree, it is recommended that data not be over generalized. COE data is provided in a single column in the far right of the table to allow for college-wide discussion of strengths and weaknesses. The Appendices include the comments from open-ended responses and the actual listing of items.

As noted, the small sample sizes (although surprisingly representative, often only one respondent, if any, per program or degree) make meaningful analysis difficult. Patterns cannot be observed with only one respondent in a data cell. For the past two iterations of the Alumni Survey distribution and analysis, the one observable trend is as follows: At the college level—and consistently within programs—the four final items that evaluate overall program worth yielded the highest overall mean ratings.

Program and/or departmental data can be collapsed or analyzed in other ways if requested, such as by degree across a department or college. Data displayed in charts instead of tables can be provided upon request as well.

AUM COLLEGE OF EDUCATION ASSESSMENT REPORTING

Table: Item Responses per Department, Program, and Degree and College Mean Responses per Item

	EC/Elem				Sec		SPED		LEAD	PE	COE
<i>Items</i>	B.S. n=1	MAEd n=1	MEd n=1	EdS n=1	B.S. n=1	MAEd n=1	B.S. n=1	MAEd n=1	EdS n=1	Bach n=1	(N=13)
Skills Preparation: How well did your degree program in AUM's College of Education prepare you to do the following? (Scale: 1, <i>Not Well at All</i> , to 5, <i>Very Well</i>)											
Support learner/client growth and development	4.00	3.00	3.00	5.00	3.00	5.00	5.00	4.00	5.00	4.00	4.15
Address individual differences and create inclusive environments	4.00	2.00	3.00	5.00	3.00	5.00	5.00	4.00	5.00	3.00	4.00
Create positive environments that encourage active engagement and motivation	5.00	3.00	3.00	5.00	2.00	5.00	5.00	5.00	5.00	4.00	4.23
Understand the central concepts of my discipline or field of study	4.00	3.00	3.00	5.00	5.00	5.00	5.00	4.00	5.00	3.00	4.31
Engage learners/clients in critical thinking and problem solving	4.00	3.00	3.00	5.00	3.00	5.00	5.00	4.00	5.00	4.00	4.15
Use multiple assessment methods to monitor learner or client progress	4.00	1.00	3.00	5.00	2.00	5.00	5.00	5.00	5.00	4.00	3.92
Plan goals strategically to support every learner or client in achieving outcomes	4.00	2.00	3.00	5.00	2.00	5.00	5.00	3.00	5.00	4.00	4.00
Use varied methods of my discipline to support learners or clients in meaningful activities for growth	4.00	2.00	3.00	5.00	1.00	5.00	5.00	4.00	5.00	4.00	4.00
Engage in continual self-evaluation and reflection of my practice	4.00	2.00	3.00	5.00	5.00	5.00	5.00	3.00	5.00	4.00	4.25
Collaborate with learners, clients, partners, colleagues, and members of my community	4.00	1.00	3.00	5.00	3.00	5.00	5.00	5.00	5.00	3.00	4.00
Use various tools of technology that are appropriate for my field of study and career	4.00	2.00	4.00	5.00	4.00	5.00	5.00	4.00	5.00	2.00	4.00
Use data to make instructional, training, or professional decisions	4.00	1.00	3.00	5.00	3.00	5.00	5.00	4.00	5.00	3.00	4.00
Program Worth: Agreement with Statement on a Scale of 1 to 5, with 5 being most favorable.											
The AUM College of Education was effective in preparing me for a future in my chosen field.	4.00	2.00	5.00	5.00	2.00	5.00	5.00	5.00	5.00	4.00	4.33

AUM COLLEGE OF EDUCATION ASSESSMENT REPORTING

The AUM College of Education was valuable in helping me achieve my career goals.	5.00	4.00	5.00	5.00	1.00	5.00	5.00	5.00	5.00	5.00	4.42
Because of my AUM education, I know how to make an impact on the lives of my students or clients.	5.00	3.00	5.00	5.00	4.00	5.00	5.00	5.00	5.00	5.00	4.75
I would recommend a program in AUM's College of Education to a future potential student.	4.00	4.00	5.00	5.00	1.00	5.00	5.00	5.00	5.00	5.00	4.50

Notes: (a) Only one respondent is available per each of these program areas; however, because the year of graduation is not shared, the data is available as it cannot be identified; and (b) The COE total includes non-CAEP program respondents